



Prediction, Inference and Authors Intent Year Group Progression

Prediction			
Year group	Skill	Text	Question and answer
Year 1	Predicting what might happen on the basis of what has been read so far	<p>The Tiger Who Came to Tea - Judith Kerr So the tiger came into the kitchen and sat down at the table. Sophie's mummy said, "Would you like a sandwich?" But the tiger didn't take just one sandwich. He took all the sandwiches on the plate and swallowed them in one big mouthful. Ow!</p> <p>And he still looked hungry, so Sophie passed him the buns. But again the tiger didn't eat just one bun. He ate all the buns on the dish. And then he ate all the biscuits and all the cake, until there was nothing left on the table. So Sophie's mummy said, "Would you like a drink?"</p>	<p>What will happen when the tiger gets a drink?</p> <p>Answer He will drink all the drink they have. (similar to the buns and sandwiches)</p>
Year 2	Predicting what might happen on the basis of what has been read so far	<p>The Day the Crayons Quit - Drew Daywalt</p> <p style="color: #e6b89c;"><i>Dear Duncan,</i></p> <p style="color: #e6b89c;"><i>Yellow crayon here. I need you to tell orange crayon that I am the colour of the sun. I would tell him but we are no longer speaking. And I can PROVE I'm the colour of the sun too! Last Tuesday, you used me to colour in the sun in your "HAPPY FARM" colouring book. In case you've forgotten, it's on page 7. You CANT MISS me. I'm shining down brilliantly on a field of <u>YELLOW</u> corn!</i></p> <p style="color: #e6b89c;"><i>Your pal (and the true colour of the sun),</i></p> <p style="color: #e6b89c;"><i>Yellow crayon</i></p>	<p>What will the orange crayon say about the yellow crayon?</p> <p>Answer Anything linked to colouring in the same things and not liking each other.</p>



Year 3	Predicting what might happen from details stated and implied	Iron Man - Ted Hughes <p>So he got home at last and gasping for breath he told his dad. An Iron Man! An Iron Man! A giant!</p> <p>His father frowned. His mother grew pale. His little sister began to cry.</p> <p>His father took down his double-barrelled gun. He believed his son. He went out. He locked the door. He got in his car. He drove to the...</p>	Do you think Hogath's father will catch the Iron Man? Why? Answer Children will answer using the fact the Iron Man is large and that guns will not go through metal.
Year 4	Predicting what might happen from details stated and implied	Varjak Paw - S.F Said <p>What should he do? Things like this just didn't happen in the Contessa's house.</p> <p>Tell the family. They'd know what to do.</p> <p>Varjak rushed down the corridor. He could feel two pairs of identical black eyes watching him – but the cats didn't follow. They stayed by the stairs, guarding the way up.</p> <p>Fear and confusion scorched through Varjak's veins as he turned the corner. He raced to the kitchen, fast as he could go, faster still. Who were these cats? Who were the men? What did they want?</p> <p>He skidded to a halt by the kitchen; hesitated by the doorway. Everything seemed so normal. The whole family was in there. They were eating super, munching and crunching from rows of china bowls, neat and regular: bowls of food, bowls of water, round white saucers of full-cream milk.</p> <p>He felt like a stranger, watching from a distance. They looked so grand, with their perfectly groomed silver-blue fur their green eyes, their tidy little collars around their necks.</p>	Who do you think is the stanger? Answer Children will reference the clues given to guess who the stanger is. (grand, perfectly groomed.)



Year 5	Predicting what might happen from details stated and implied	StreetChild - Berlie Doherty "Joseph," Jim asked the bent man one day out in the yard. "How long have you been here?" "Been here?" Joseph swung his head round and peered up at Jim. "Seems like I was born here. Don't know nowhere else, son. And I don't know all of this place, neither." He leaned against Jim so he could swing his head up to look at the long, high building with its rows of barred windows. "I've not been in the room where the women go, though long ago I must have been in the baby-room, I suppose, with my ma. I've been in the infirmary wards. But there's all kinds of little twisty corridors and attics and places I've never been in, Jim, and I don't want to, neither. It's the whole world, this place is." He spread out his hands. "Whole world." "It ain't, Joseph," Jim told him. "There's no shops here, and no carriages. And no trees." He closed his eyes, forcing himself to try and remember what it was like outside. "And there's no river. There's a great big river outside here."	What will happen after Jim makes Joe remember the outside world? Answer Children will reference what Joe's life before the work house and his mother. They will try to use their knowledge of Joe's personality to express ideas of what he will do.
Year 6	Predicting what might happen from details stated and implied	Holes - Louis Sachar The bus ride became increasingly bumpy because the road was no longer paved. Actually, Stanley had been impressed when he first found out that his great-grandfather was robbed by Kissin' Kate Barlow. True, he would have preferred living on the beach in California, but it was still kind of cool to have someone in your family robbed by a famous outlaw. Kate Barlow didn't actually kiss Stanley's great-grandfather. That would have been really cool, but she only kissed the men she killed. Instead, she robbed him and left him stranded in the middle of the desert. "He was <i>lucky</i> to have survived," Stanley's mother was quick to point out. The bus was slowing down. The guard grunted as he stretched his arms. "Welcome to Camp Green Lake," said the driver. Stanley looked out the dirty window. He couldn't see a lake. And hardly anything was green.	What do you think will happen at Camp Green Lake Answer Children need to use the text to reference ideas of what they think will happen - Kissing Kate, Ideas linked to his bad luck/curse



Inference			
Year group	Skill	Text	Question and answer
Year 1	<ul style="list-style-type: none"> discussing the significance of the title and events making inferences on the basis of what is being said and done 	<p>The Tiger Who Came to Tea - Judith Kerr So the tiger came into the kitchen and sat down at the table. Sophie's mummy said, "Would you like a sandwich?" But the tiger didn't take just one sandwich. He took all the sandwiches on the plate and swallowed them in one big mouthful. Owpl And he still looked hungry, so Sophie passed him the buns. But again the tiger didn't eat just one bun. He ate all the buns on the dish. And then he ate all the biscuits and all the cake, until there was nothing left on the table. So Sophie's mummy said, "Would you like a drink?"</p>	<p>Why did Sophie pass the buns?</p> <p>Answer Referencing the tiger was still hungry.</p>
Year 2	<ul style="list-style-type: none"> making inferences on the basis of what is being said and done answering and asking questions 	<p>The Day the Crayons Quit - Drew Daywalt</p> <p><i>Dear Duncan,</i> <i>yellow crayon here. I need you to tell orange crayon that I am the colour of the sun. I would tell him but we are no longer speaking. And I can PROVE I'm the colour of the sun too! Last Tuesday, you used me to colour in the sun in your "HAPPY FARM" colouring book. In case you're forgotten, it's on page 7. You CANT MISS me. I'm shining down brilliantly on a field of <u>YELLOW</u> corn!</i> <i>Your pal (and the true colour of the sun),</i> <i>Yellow crayon</i></p>	<p>Why are the yellow and orange crayons arguing?</p> <p>Answer Anything linked to them not liking each other or colouring in the same things.</p>



Year 3	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Iron Man - Ted Hughes <p>So he got home at last and gasping for breath he told his dad. An Iron Man! An Iron Man! A giant!</p> <p>His father frowned. His mother grew pale. His little sister began to cry.</p> <p>His father took down his double-barrelled gun. He believed his son. He went out. He locked the door. He got in his car. He drove to the...</p>	How do you think Hogarth's father feels when he hears this story? Answer Children will answer with he feels proud/frightened with an example from the text showing this - because he got his gun.
Year 4	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Varjak Paw - S.F Said <p>What should he do? Things like this just didn't happen in the Contessa's house. Tell the family. They'd know what to do.</p> <p>Varjak rushed down the corridor. He could feel two pairs of identical black eyes watching him – but the cats didn't follow. They stayed by the stairs, guarding the way up.</p> <p>Fear and confusion scorched through Varjak's veins as he turned the corner. He raced to the kitchen, fast as he could go, faster still. Who were these cats? Who were the men? What did they want?</p> <p>He skidded to a halt by the kitchen; hesitated by the doorway. Everything seemed so normal. The whole family was in there. They were eating super, munching and crunching from rows of china bowls, neat and regular: bowls of food, bowls of water, round white saucers of full-cream milk.</p> <p>He felt like a stranger, watching from a distance. They looked so grand, with their perfectly groomed silver-blue fur their green eyes, their tidy little collars around their necks.</p>	Why did S.F Said get Varjak asking the 3 questions straight after another? Answer Children will reference the use of 3 having a powerful impact. They will also reference that he is scared so he has used them straight after one another to show Varjak's quick confused thoughts.



Year 5	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	StreetChild - Berlie Doherty "Joseph," Jim asked the bent man one day out in the yard. "How long have you been here?" "Been here?" Joseph swung his head round and peered up at Jim. "Seems like I was born here. Don't know nowhere else, son. And I don't know all of this place, neither." He leaned against Jim so he could swing his head up to look at the long, high building with its rows of barred windows. "I've not been in the room where the women go, though long ago I must have been in the baby-room, I suppose, with my ma. I've been in the infirmary wards. But there's all kinds of little twisty corridors and attics and places I've never been in, Jim, and I don't want to, neither. It's the whole world, this place is." He spread out his hands. "Whole world." "It ain't, Joseph," Jim told him. "There's no shops here, and no carriages. And no trees." He closed his eyes, forcing himself to try and remember what it was like outside. "And there's no river. There's a great big river outside here."	Why did Joe call the work house the 'whole world'? Answer Children will reference what Joe's life has become in the workhouse and how he feels about it using evidence from the text.
Year 6	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Holes - Louis Sachar Stanley Yelnats was the only passenger on the bus, not counting the driver or the guard. The guard sat next to the driver with his seat turned around facing Stanley. A rifle lay across his lap. Stanley was sitting about ten rows back, handcuffed to his armrest. His backpack lay on the seat next to him. It contained his toothbrush, toothpaste, and a box of stationery his mother had given him. He'd promised to write to her at least once a week. He looked out the window, although there wasn't much to see—mostly fields of hay and cotton. He was on a long bus ride to nowhere. The bus wasn't air-conditioned, and the hot, heavy air was almost as stifling as the handcuffs. Stanley and his parents had tried to pretend that he was just going away to camp for a while, just like rich kids do. When Stanley was younger he used to play with stuffed	Why did Stanley have a stationary box in his back pack? Answer Children need to use the text to reference his love for his parents and their love for him



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Author Intent			
Year group	Skill	Text	Question and answer
Year 3	<ul style="list-style-type: none"> Discussing words and phrases that capture the reader's interest and imagination Identifying how language, structure, and presentation contribute to meaning 	<p>Iron Man - Ted Hughes</p> <p>So he got home at last and gasping for breath he told his dad. An Iron Man! An Iron Man! A giant! His father frowned. His mother grew pale. His little sister began to cry.</p> <p>His father took down his double-barrelled gun. He believed his son. He went out. He locked the door. He got in his car. He drove to the...</p>	<p>Why do you think the author Ted Hughes has chosen to repeat 'An Iron Man!'?</p> <p>Answer Children will answer with referencing its important or Hogaths shock at finding the Iron Man. They may link to other parts of the story or other stories.</p>
Year 4	<ul style="list-style-type: none"> Discussing words and phrases that capture the reader's interest and imagination Identifying how language, structure, and presentation contribute to meaning 	<p>Varjak Paw - S.F Said</p> <p>What should he do? Things like this just didn't happen in the Contessa's house. Tell the family. They'd know what to do.</p> <p>Varjak rushed down the corridor. He could feel two pairs of identical black eyes watching him – but the cats didn't follow. They stayed by the stairs, guarding the way up.</p> <p>Fear and confusion scorched through Varjak's veins as he turned the corner. He raced to the kitchen, fast as he could go, faster still. Who were these cats? Who were the men? What did they want?</p> <p>He skidded to a halt by the kitchen; hesitated by the doorway. Everything seemed so normal. The whole family was in there. They were eating super, munching and crunching from rows of china bowls, neat and regular: bowls of food, bowls of water, round white saucers of full-cream milk.</p> <p>He felt like a stranger, watching from a distance. They looked so grand, with their perfectly groomed silver-blue fur their green eyes, their tidy little collars around their necks.</p>	<p>Why has the author</p> <p>Answer Children will answer he glanced nervously because he knows something is there and others do not. Then use evidence from the text</p>



<p>Year 5</p>	<ul style="list-style-type: none"> • Discussing words and phrases that capture the reader's interest and imagination • Identifying how language, structure, and presentation contribute to meaning 	<p>StreetChild - Berlie Doherty</p> <p>"Which means," said Nick, "that if yer tries to run away, he'll be after yer, and he'll probly eat yer alive. The faster yer runs, the faster he runs. See?"</p> <p>Jim nodded again.</p> <p>"So yer'd better not try. Just let him taste yer, to sharpen his smell." He pushed Jim's arm down towards the dog. "Bite!"</p> <p>The dog snapped his jaw so his teeth rested round Jim's wrist. He would have sunk his teeth right in if Jim hadn't held himself steady, though every nerve in him was screaming out.</p> <p>"Leave!" Nick said, and the dog sank back on to his haunches again, snarling. Jim nursed his arm. The teeth had just punctured the skin, and little points of blood were oozing there.</p> <p>"He's quite friendly," Nick said. "Just so long as you're friendly to me. See?"</p> <p>Jim nodded. He was too afraid to speak.</p> <p>"Well, we'll get along very well, in that case," Nick said. He straightened himself up, took hold of his lantern and held it up, swinging it slowly from side to side. High up in Cockerill's warehouse a shutter opened and a white face peered out.</p> <p>"Don't tell me you're ready!" the white face shouted. "If we don't get this load out we'll have lost tomorrow's tide as well as today's."</p> <p>"I knows that," Nick shouted back. "I've been training my new boy."</p> <p>The white face disappeared and a door opened next to the window. A large wicker basket that was roped to a winch was lowered slowly down, creaking as it came. Nick jumped down into the hold on top of the coals.</p> <p>"Lantern," he grunted, and Jim passed it down to him. "Well, get in."</p> <p>Jim scrambled down beside him, his feet slipping on lumps of coal as he landed. The inside of the lighter was like a black cave, gleaming with heaps of coal. It smelt of damp and sulphur. Nick thrust a shovel at Jim. The basket hovered just above the hold and Nick eased it down, steadied it, and started shovelling coal into it, his body swinging into a deep, easy rhythm. Jim stabbed at the coals with his shovel. He had to lift it nearly as high as himself before he could tip it into the basket, and the few coals he managed to lift slid off and bumped against him. He gave a little yelp of pain and Nick stopped shovelling for a moment. He whistled in contempt.</p> <p>"Get on with it!" he shouted.</p> <p>Jim panted, trying to slide his shovel under the lumps of coal again, and Nick threw his down and swore at him. He banged his hand across the back of Jim's head and came to stand behind him, reaching round Jim so his hands were gripping the haft just above Jim's own, forcing Jim to swing into his own level rhythm of shovelling and lifting, shovelling and lifting. When he let go Jim's hands were burning. Jim did his best to keep up, lifting just two or three coals at a time to Nick's shovelful, bending and lifting, bending and lifting as if this was all there was to do in the world. At last the basket was full. Nick yelled up to White-face and the bucket creaked away from them as it was winched upon its rope to the top storey of the building.</p> <p>Nick swung himself up on to the hatch boards, and somehow Jim pulled himself up after him, rolling well away from the dog. Day had come, grey as pigeons.</p> <p>The man picked up a pail and emptied water out of it into a cooking pot on a small iron stove. "Get some more," he said to Jim. "There's a pump in the yard."</p>	<p>How does the author what us to feel about Grimy Nick? What does she use to get us to feel this way?</p> <p>Answer The author wants us to dislike Grimy Nick. She does this by showing us that he gave meat to his dog on two occasions but didn't share any with Jim. He hardly spoke to Jim all day. Nick tousled Snipes head but didn't even tell Jim where he could sleep.</p>
<p>Year 6</p>	<ul style="list-style-type: none"> • Discussing words and phrases that capture the reader's interest and imagination • Identifying how language, structure, and presentation contribute to meaning 	<p>Holes - Louis Sachar</p>	<p>How does the author build up the tenson the closer they get to Camp Green Lake?</p> <p>Answer Children need to reference the different things that happen on the bus (dirty window, bumps) and the link to what Stanley is thinking.</p>



		<p>The bus ride became increasingly bumpy because the road was no longer paved.</p> <p>Actually, Stanley had been impressed when he first found out that his great-grandfather was robbed by Kissin' Kate Barlow. True, he would have preferred living on the beach in California, but it was still kind of cool to have someone in your family robbed by a famous outlaw.</p> <p>Kate Barlow didn't actually kiss Stanley's great-grandfather. That would have been really cool, but she only kissed the men she killed. Instead, she robbed him and left him stranded in the middle of the desert.</p> <p>"He was <i>lucky</i> to have survived," Stanley's mother was quick to point out.</p> <p>The bus was slowing down. The guard grunted as he stretched his arms.</p> <p>"Welcome to Camp Green Lake," said the driver.</p> <p>Stanley looked out the dirty window. He couldn't see a lake.</p> <p>And hardly anything was green.</p>	
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